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ABSTRACT

Located in a low income model cities area of Cheyenne, Wyoming, the project provided adult basic education and vocational counseling services. The document offers a detailed summary of its staff and their qualifications, the agenda of a staff workshop, and a summary of the center's recruitment activities and problems. A brief description of the center's programs include its instructional activities in reading, social studies/science, math, and language and programs of employment orientation, English as a second language, and consumer education. A case study illustrating the student counseling program and procedure is presented with the individualized educational program developed to meet the specific needs of the case. The counseling program was aimed at enhancing the educational environment, and counselors' activities included recruitment of students, testing, program evaluation, and some teaching. A research project explored the impact of goal specificity on achievement in adult education. Methodology and analysis procedures for this project are described and findings tabulated. Though generally inconclusive, results provide preliminary information for further research. (MW)

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FINAL REPORT

Adult Learning and Counseling

309 B Project

Laramie County Community College

Cheyenne, Wyoming

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July 15, 1972

Compiled by Robert B. Sharp on the
basis of information provided by
Arthur H. Ellis, Project Director
1971 - 1972

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INTRODUCTION

The project is located in a model cities area. The exact location is the rental office complex of about 200 low-rent apartments that were constructed during the 1940's. The Cheyenne area, according to a survey conducted by model cities, constitutes a population that is about 10% Spanish-American and 4% Negro with the remainder being caucasian. The bulk of these minority groups reside in the model cities areas.

Almost without exception, the income level is well below average. It is not known what the average educational level is, but the model cities report referred to above indicated that more than 40% of the residents of this county have less than a high school education.

In our discussions with various social service agencies we of the Adult Learning and Counseling Center have been assured that our educational facility is sorely needed. Our contact with participants indicates that unemployment is consistantly higher in the model cities area than in other sections of Cheyenne. In addition there seems to be a higher than average number of welfare recipients.

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The schedule, as presented in the project addenda, "Comprehensive Adult Learning and Counseling Center" Project No. 124091, called for the period of time from August 2 through 27 to be spent planning and preparing for the project.

The early part of August was devoted to screening and interviewing to fill various positions. Since the project called for the placement of the ALCC personnel on the Laramie County Community College Salary Schedule with the right to the same fringe benefits, some time was spent explaining salaries, etc.

The project was fortunate in obtaining a very capable staff. Part of this was due to the fact that the other Adult Basic Education Center in Cheyenne had a number of active applicants.

The secretary, Joan Vickers, completed her GED here in Cheyenne. She did volunteer work after that in the other ABE Center, and she lives in the area of our Center. — Secretary

Mrs. Phippin, our Spanish-speaking aide, taught English for the foreign-born at the other Center in Cheyenne. She has a sound command of both English and Spanish structure, phonological variations and idiom. Her teaching method is primarily aural-oral using a contrastive approach. She, too, is a model cities area resident. — Aide

Mrs. Allen, our Black aide, was a very energetic person, eager to work with adults. She came to us from a government project in North Carolina which provided medical assistance for Migrant workers. As a military wife, we found Helen's understanding of our Air Force participant's social, psychological and economic problems of inestimable value. — Aide

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Lyndia Fierro, our third aide, obtained her GED in Cheyenne. She worked four months as a nutritional aide in the model cities area. Mrs. Fierro speaks Spanish and has been a considerable help to Francis Phippin. Lyndia has been particularly instrumental in recruiting model cities residents. — Aide

Robert Sharp, our reading instructor, taught at the Urban Center, SUNY at Farmingdale, and had just been named director of an ABE reading lab before coming to Cheyenne. This experience coupled with his interests in modern language instruction served as the nucleus around which our instructional program evolved. — Reading Instructor/ Counselor

Robert DeFratis, counselor, is a Cheyenne native with considerable experience with public service agencies. Bob has worked on a part-time basis for the mental health clinic here. — Counselor

Michele Haney, counselor, has had public school and vocational rehabilitation experience. Michele has proven herself particularly adept at working with Cheyenne's social service agencies and Warren Air Force Base personnel. She is now serving on the local "Help Line" and on the parole board. Her interests in testing and the field of geriatrics has helped broaden the Center's scope. — Counselor

Pat Reagan, instructor, has worked in an ABE program in Colorado. Pat has striven to maintain a balance between theory and practice in her science classes. She has attempted to structure each lesson so that students first receive tactile experiences with a given topic before they are asked to read about it. She, too, has demonstrated a desire to listen to and a willingness to work for all of our participants. — Instructor

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Carol Hurd, instructor, had limited public school experience. She worked as an aide in Cheyenne's second ABE center, then as an instructor during the summer of 1971. In addition to her teaching, Carol designed and wrote the script for our video math review tape.

Instructor

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Arthur H. Ellis, Director

Educational Qualifications:

A.A.	Degree 1959 Sheridan College
B.A.	Degree 1961 University of Wyoming - Education
M.Ed.	Degree 1967 University of Wyoming - Administration
Ed.D.	Degree "Working" on dissertation

Experience

1961 - 1962	Sundance, Wyo., Schools 7, 8, 9th Social Studies
1962 - 1964	Buffalo, Wyo., Grade School 6th grade
1964 - 1966	Sheridan, Wyo., Public Schools 6th grade
1966 - 1967	Graduate Assistant to Dr. Ivan Willey, Dean of Graduate Teacher Education
1967	Teaching Assistant to Dr. Fisher (A. V. Methods for Teachers)
1967 (summer)	Consultant, Head Start Teacher Training Institute- University of Wyoming
1967 (summer)	Administrative Assistant, Migrant Children Workshop University of Wyoming and Wyoming State Department
1967 - 1971	University of Wyoming Field Coordinator, Division of Adult Education & Community Services
1968 (summer)	Instructor, Upward Bound Program University of Wyoming sponsored
1969 (summer)	Instructor, Upward Bound Program University of Wyoming sponsored
1969	Coordinated Workshop for School District #1, Cheyenne, Wyo., for VISTA. Program Title IV (outside regular working hours as University of Wyoming Coordinator)
1970	Taught University of Wyoming Extension Course for College of Education, Supervisor of Student Teachers, (outside of regular working hours)

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Bob DeFratis, Counselor

Educational Qualifications:

B.A. Degree 1964 University of Wyoming - Psychology
(summer) 1965 8-week institute at Oregon State University
Major emphasis of institute was counseling

M.A. Degree 1969 University of Chicago -- Graduate study at the School of Social Service Administration - degree is a masters in social work with an emphasis in casework - coursework included studies in the human growth and development, history and analysis of social welfare policy, research and statistics, and the technique of individual and group psychotherapy - field work included practical experience in social service agencies providing psychotherapy

Experience:

1965 - 1966 Wyoming State Employment Service in the position of Counselor Aide-Main involvement was in the provision of the following services to youth in the community: job referral, aptitude testing, counseling, screening, and recruitment for Job Corps, Neighborhood Youth Corps and other similar programs.

1966 - 1967 Laramie County Department of Public Welfare - position of caseworker and training specialist - worked in a program designed to provide training to unemployed heads of families under Title V of the 1965 Economic Opportunity Act. A major component of this program was adult basic education.

1968 - 1971 Wyoming Division of Public Assistance and Social Services - position as Adult Services Consultant - responsible for program and policy development in services to adults.

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Michele Haney, Counselor

Educational Qualifications:

1962 - 1962 The American University, Washington, D.C.
1963 Mary Washington College of the University of Virginia Fredericksburg, Virginia
1963 - 1964 University of Maryland, Munich, Germany
1964 - 1965 University of Heidelberg, Heidelberg, Germany
1965 - 1967 University of New Mexico, Albuquerque, New Mexico
1968 - 1970 Chapman College, Orange, California
B.A. Degree 1967 University of New Mexico - Political Science
M.A. Degree 1970 Chapman College - Guidance & Counseling

Experience:

1967 Executive secretary for the United Jewish Community Center, Brotherhood Way, San Francisco, California. Involved in coordinating educational and recreational programs for pre-school age groups to senior citizens groups.

1968 - 1970 Publicist and Assistant Manager, Lompoc Valley Chamber of Commerce, Lompoc, California. Coordinated Community events between local, state, and federal government. Organized and conducted television and radio programs for publicity of the City of Lompoc and the County of Santa Barbara, California. Was a member of the Board for Community Action and the Lompoc Valley Girl's Club.

1970 Counselor, Cabrillo High School, Lompoc, California Involved in vocational, personal, and educational counseling for students in grades 9 - 12. Tested students on academic and psychological basis. Coordinated educational program for individual students with school's teaching staff and administration.

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Our objective as the counseling staff encompasses a large area. We hope to provide our adult students with counseling on all levels, vocational, educational, and personal. We have an open door policy and feel that we will be able to offer more individual counseling at our Center than is ever feasible in an educational environment.

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Bob Sharp, Instructor/Counselor

Educational Qualifications:

B.A. Degree 1965 Rutgers
M.A. Degree 1970 Indiana University

Experience:

1965 - 1968 Taught secondary French and English. The French classes were audio-lingual and stressed aural-oral skills. He expanded the language program from two levels to four, instituted the first "classroom in the woods" approach to language learning and was instrumental in turning the English curriculum in remedial English from traditional texts to an audio-lingual approach similar to the foreign language classes. All phases for foreign language budgetary developmental and in-service workshops were given to him. Also, during this period he served as president of the South Jersey Chapter of the American Association of Teachers of French and the local Teachers' Association.

1968 - 1970 Taught college French and counseled financially needy students under the aegis of the Indiana University Residence Scholar Program. Served as liaison between college housing and the offices of financial aids and placement. As a graduate student, participated in two seminars on the problems of teaching urban and overseas English.

1970 - 1971 Instrumental in development of the ABE and GED programs in reading and English at the State University of New York, College of Farmingdale. Served as coordinator of English as a second language and was named Director of Educational Developmental Laboratory's Reading Lab at the College. Served as liaison between Farmingdale and New York State's Continuing Education Association.

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Pat Reagan, Instructor

Educational Qualifications:

B.A. Degree 1969 University of Northern Colorado -- Elementary Education, major --- Psychology and guidance, minor.

Experience:

1969 - 1970 Taught in the public school system. Various experiences with substituting and being a teacher aide for Head Start.

1971 Six months with Abe bi-lingual classes in Fort Morgan, Colorado.

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Carol Hurd, Instructor

Educational Qualifications:

B.A. Degree 1970 University of Wyoming - History
Graduate Work 1971 University of Wyoming - Education

Experience:

1970	Y.M.C.A. Summer Camp Counselor
1970 - 1971	Taught in Junior High. Social Studies, English, Cody, Wyoming.
1971	Seven months experience in ABE in Cheyenne. Instructor in math and social studies. GED preparation in day and evening programs.

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Lyndia Fierro, Aide

Educational Qualifications:

1970	GED Adult Basic Education Center
1970 Fall	Took courses at Laramie County Community College

Experience:

1970	Worked for Family Living Center as a Nutritional Aide in the model Cities area. Worked with school children and adults.

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Helen Allen, Aide

Educational Qualifications:

1966	Graduate from P.W. Moore Jr. & Sr. High School
1966 - 1968	Studies at North Carolina Central University under a scholarship

Experience:

1966	Worked on a government project providing medical assistance for migrant workers. 7 am - 12 noon, visited the field getting the names of workers who needed medical help. 12 noon - pm, spent filling out reports and checking on workers in the night clinic as a clinic aide.
1968 - 1970	Trained in Keypunch, teletyping, basic accounting, and salesmanship by AT & T, Universal System Institute, and Sears in New York. On weekends and in spare time, did volunteer work for the welfare department working with foster children and elderly people who were confined.

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Francisca Phippin, Aide

Educational Qualifications:

1941 Graduate from St. Mary's High School, Cheyenne, Wyoming.

Experience:

1969 - 1970 Worked with Community Action
1971 Worked as a teachers' aide at the Adult Basic Education Center. Since she can speak Spanish, she was given the students who couldn't speak English. Used bi-lingual approach on students and it was most interesting. Served as resource person involving problems of Mexican-Americans. Before coming to adult education, she was an aide in Head Start. Here, too, her Spanish was useful as numerous small children did not speak English.

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Joan Vickers, Secretary

Educational Qualifications:

1970	GED from Adult Basic Education Center in Cheyenne, Wyoming
1970 (fall)	Attended Laramie County Community College for one semester

Experience:

1970	Volunteered as a teachers' aide for the ABE Center for four months
1970 - 1971	Worked at Marv Fendley Studios as a secretary and photograph retoucher
1971	Worked at Sears in Cheyenne as a telephone salesgirl, taking telephone orders
1971 (summer)	Worked at the ABE Center in the evenings as a secretary

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Orientation

The latter part of August was consumed, in part, by the Laramie County Community College Orientation. Since the staff of the ALCC are subject to many of the policies and benefits of the Community College, and since the other ABE Center staff was attending, it was decided that selective parts of the orientation would be beneficial.

August 23 - Workshop session's schedule were as follows:

AM

9:00 - 9:30	Coffee and Introduction
9:30 - 9:45	Operation of Center at 609 West 29th
9:45 - 10:00	Operation of Cheyenne Terrace Center (309B)
10:00 - 10:15	Operation of Street Academy
	Break
10:30 - 12:00	Richard Rowles - ABE State Department Education
	Dan Ackerman - Adult Education LCCC

PM

1:00 - 1:45	Employment Service - Mr. Dan Dawson MDTA - WIN
1:45 - 2:00	Vocational Rehabilitation - Dr. Mueller
2:00 - 2:15	City County Health Unit - Mrs. Fahrenharst
	Break
2:30 - 2:45	Mental Health Center - Dr. Pantleo
2:45 - 3:00	Legal Services - Mr. Dave Smith
3:30 - 4:00	Model Cities - Mr. Kim Briggs
4:00 - 4:30	Wrap up - Mrs. Mary Rusch

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The workshop was most beneficial in fostering harmonious interpersonal relations among staff members as well as among center staff and staff from Cheyenne's social service agencies. Participants shared perspectives, philosophies and objectives. Later Center workshops using role playing techniques were planned to assure a continued awareness by our staff of the problems facing these service agencies.

In evaluating the session it was determined that more of the people from the agencies who work directly with the clients should have been included in addition to the directors who were present.

During the latter half of August one of the project's counselors and the director visited the local agencies in an effort to crystallize interest in the Center and to recruit participants. A summary of our recruiting efforts follow:

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ADULT LEARNING AND COUNSELING CENTER

Summary of Recruitment Activities

The following agencies and organizations have been contacted and offered an explanation of the Adult Learning and Counseling Center in Cheyenne Terrace:

--LARAMIE COUNTY DIVISION OF PUBLIC ASSISTANCE AND SOCIAL SERVICES
709 West 19th -- 1902 Thomes Avenue
Cheyenne

Met with caseworker supervisors and adult services workers. The agreement was to have caseworkers contact potential ABE students on the various caseloads. Literature for distribution has also been placed with that agency at both office locations.

--LARAMIE COUNTY COMMUNITY ACTION PROGRAM
809 Central Avenue -- 1615 Pioneer Avenue -- 309 West 20th
Cheyenne

Met with the executive director. Agreement was made to have that agency inform interested persons of the existance of the Cheyenne Terrace ALCC. Suggestions were also made that the CAP Southside Neighborhood Center be contacted.

--CAP SOUTHSIDE NEIGHBORHOOD CENTER
809 Central Avenue
Cheyenne

Met with the Center director. Agreement was made to display posters and distribute literature describing the ALCC. Also on days when food stamps sales were very active, a staff member has been available to the Neighborhood Center.

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--LARAMIE COUNTY COUNCIL OF COMMUNITY SERVICES

Staff members from the ALCC attended a monthly Council meeting and explained the operation of the project. Literature was distributed to those in attendance for further distribution to potential students. Several of the member agencies also extended invitations to the ALCC staff to visit the agencies and explain the program to other staffs.

--SOUTHEAST WYOMING MENTAL HEALTH CENTER
305 East 24th
Cheyenne

Met with the director and some staff to explain our program. Agreement was made to establish two-way referral. Literature was distributed.

--CHEYENNE TERRACE RENTAL OFFICE
1005 West 5th Street
Cheyenne

Posters were placed in the rental office and a list was kept of the names of persons expressing an interest in the ALCC.

--WYOMING STATE EMPLOYMENT SERVICE
506 West 17th Street
Cheyenne

Met with Kay Ross and Dan Dawson of the Cheyenne Office -- to explain our program and to show them our Center. Biweekly a member of their staff will visit our Center to inform our students of local job opportunities.

--VOCATIONAL REHABILITATION
1122 Logan Avenue
Cheyenne

Invited the staff of the local department to visit our Center. Through our suggestion, one of their staff will visit our Center weekly and consult with our students on available services of Vocational Rehabilitation.

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--MODEL CITIES
1700 Snyder Avenue
Cheyenne

Attended a staff meeting of Model Cities to discuss our program for Model Cities Residents and ask them to pass on the information.

--GOODWILL INDUSTRIES
322 West 17th
Cheyenne

Met with the director Mrs. Mary Robertson. Literature was placed in that location for distribution. Goodwill Industries also agreed to collect books for the ALCC library.

--FAMILY LIVING CENTER
200 West 9th
Cheyenne

Met with director Mrs. Prahl and members of the homemaker group, sponsored by that agency. They agreed to pass on the information to families that they visit.

--St. JOSEPH'S CATHOLIC CHURCH
300 East 6th
Cheyenne

Met with the Sisters at that church and they agreed to contact interested persons. Literature was also placed at the church for distribution.

--FRANCIS E. WARREN AIR FORCE BASE
West of Cheyenne
Cheyenne

The following base facilities were visited by ALCC members of the staff, who explained the project and distributed literature: Education Office, Family Services, Base Chaplin, and Community Center.

The Welcome Wagon on base will be distributing our information to Cheyenne Newcomers.

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--SOUTHSIDE DAY CARE CENTER
522 East 6th
Cheyenne

Met with the Day Care Center staff and explained the operation of the Adult Learning and Counseling Center.

The following agencies have also been contacted and have been given information to distribute:

Salvation Army
Disabled Veterans Thrift Shop
Project Hope
Cheyenne Halfway House for Alcoholics
Carpenter's Union
Teamster's Union
Cheyenne City Employee Credit Union
Laramie City-County Health Unit
Veteran's Administration
G.I. Forum
State Office Building
Cheyenne Chamber of Commerce

Visited the following local stores which are frequented by target area residents, and hung posters and left flyers to be distributed:

Safeway
Southside Superette
Yost Brothers
Longhorn Cafe

Other means of recruitment:

(a) Held a neighborhood coffee in residential area of target area. Interested ladies were invited to attend.

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(b) The staff of ALCC participated in a door-to-door distribution of flyers in the target residential area.

(c) Contacted former ABE students who did not complete their course work.

(d) Students at Cole Elementary School and Johnson Junior High (within target area) were given brochures to take home to their parents.

(e) The Spanish Radio Hour broadcasted information concerning our Center in Spanish.

All of these resources are contacted periodically.

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RECRUITMENT

By September 10, the end of the period of time alloted to recruitment and preparation, we had a sizeable list of possible participants. Since the ALCC is located in a model cities area of about 200 low-rent apartments, we worked the area pretty hard hoping to attract the drop-in students first and then to work farther and farther from this nucleus.

When we opened the door to regular hours we were both surprised and disappointed to have six participants show up. Subsequent recruiting efforts revealed several facts: First, we found that the turn over of tenants in our area was very high. Therefore, we began to work in the landlord's records to keep current with the target population. Second, we learned that employment rates were at an all time high for the year in Cheyenne and that unemployment claims were down correspondingly. A check with the Wyoming State Employment Security Commission indicated that these levels were temporary and unemployment would soon begin a seasonal rise.

We found that there is little social interchange or common-bound among the people in the area of our Center, and recruitment must be initiated and continually re-initiated by us.

Lack of child care services was another problem we encountered in the first months of the project. We have made some in-roads by dealing directly with the state coordinator of day care and with welfare, vocational rehabilitation and several day care centers: however, much work remains to be done in this area.

Although recruitment efforts continued into the second and the third quarters, we concentrated on working through agencies and following leads given us by the participants. It appears that out existance was becoming better known as the number of "drop-ins" showed a slight increase.

During the pre-Christmas season we offered facilities to a group that gave free instruction and materials to make Christmas decorations and small gifts. The turn out was good and provided us with additional exposure.

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As with almost all ABE programs, recruitment remained an area of constant concern. With improving weather and job opportunities, we experienced increased participant turn-over. We had the added problem of what to do with our recent recruits in so-far-as we had no money available for a summer program.

Most of the recruitment effort in the final phase of the project was devoted to the rap sessions with local agencies. The staff felt that the 1972-73 enrollment would be boosted dramatically if agency cooperation, evaluation, and discussion were enlisted at this point and time. From these discussions and evaluations, we have learned, too, the Cheyenne agencies had received overwhelmingly positive feedback from their Adult Learning and Counseling Center participants. As a result, we are assured of greater agency enthusiasm and involvement for our project.

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INSTRUCTION

Although our GED pass rate is averaging 95%, and we are experiencing average reading gains of 1.5 years per hundred hours, the staff feels that a curricular shift to behavioral objectives would measurably improve these statistics. In addition to this change, we have broadened our reading program which now has an effective range of Readiness to 13th level.

The basis of the reading program is a multi-media, multi-model approach. It utilizes a combination of auto-instructional materials, machines, and student-teacher activities integrated into individualized self-adjusting study. Students receive a schedule of reading activities, prescribed by the instructor, at two week intervals. The schedule is only a guide in both content and rate; students are free to work individually or in groups and to move ahead at a comfortable speed.

Reading

A strategy for developing conceptual response to written stimuli has been initiated in all classes. The objective is to present spoken and printed words in close contiguity with each other and, whenever possible, their referent class of objects so that materials of thinking related to a particular class of objects can be associated with each other and with the referent object. It is believed that participants will develop not only a more systematic, hopefully less traumatic, acquisition of reading skills through the processes of verbalization, visual perception, association and discrimination.

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Reading

Although development of a conceptual response system could and probably does occur to some degree in many students without instructional intent, we believe that such development has not evolved sufficiently in ABE participants. We hypothesize, then, that those individuals who have experienced and benefited from a conceptual response strategy are more likely to respond appropriately to a printed word or a set of printed words intended to represent a concept than are individuals whose educational experience had been more in the direction of learning to recognize a particular label as representing a particular object. If the conceptual response curriculum is effective, then it should produce more powerful and more rapid readers. The rationale for the better comprehension is dependent upon the assumption that a higher level of performance in reading draws more upon mobilization of conceptual than upon labeling responses, and that most oculor-motor deficiencies can be remediated with relative ease.

The program is designed so that the reading materials cover many areas of basic education: science, math, social studies, and general interest. Students who progress beyond the scope of our program but who have not as yet completed their GED, are transported to the College's developmental reading program.

Social Studies/ Science

Social studies and science classes are using a PPARR cycle, which means that material is presented, practiced, applied, reviewed and then read. An integral part of an individual's development is periodic, cumulative review in the form of recombination narratives. Both science and social studies classes attempt to draw the participant into the world of local government, citizen advisory boards, ecology and relevant, "usable" science.

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The math program, too, has undergone significant amelioration. In consort with all Center staff, students, and several Laramie County Community College instructors, we developed a math review video tape. Students who are having difficulty at a particular level may be referred to the tape for instructional review, practice, and evaluative post tests. Although the video tape was conceived strictly as a review technique, we have found the video tape can serve as an auxiliary placement device for students who have overestimated their math competency. The success of the review tape has prompted the staff to begin exploration of the entire video field and has already suggested several interesting applications not the least of which is an English as a Second Language video tape to be shown on the local educational network.

Math

In addition, all math classes are team-taught in an effort to maximize student-instructor contact. Students are encouraged to work at their own pace and to review earlier lessons as the need arises. Instructional cycles remain as diverse as the student population. Programmed texts, workbooks, cassette tapes and teacher prepared materials constitutes the classroom software.

The language skills program has six major areas of concentration: punctuation, spelling, capitalization, usage, literary awareness, and appreciation for poetry and is not taught as a subject in isolation, but rather as an integral part of each of the content areas.

Language

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We also have a structured program of employment orientation. Everything from grooming to employment opportunities is given consideration. Representatives from the Vocational Rehabilitation office and the Wyoming State Security Commission maintain regular hours at the Center and counsel with participants, teachers and counselors.

Employment Orientation

The English for foreign-born instruction is highly individualized. Pictures, tapes, language master, and dictionaries are utilized by our instructor who has had several years of ESL experience. Instructional materials for naturalization obtained from the US government are adapted for use in these classes whenever possible.

English for Foreign-born

We have opened the Center two nights a week. Sewing has been the most popular night offering.

Consumer Education

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SAMPLE STUDENT COUNSELING PROGRAM AND PROCEDURE

Mr. Y is a Spanish-American, married, 3 children and 38 years of age. He has had an eighth grade education. The following is typical of the problems faced by our students, their goals and our counseling plan:

Mr. Y has been working very hard and has made considerable progress since he began at the ALCC. His attendance has been perfect and frequently he has put in additional hours studying both here at the Center and at home. The main problem for Mr. Y at this time is that he has no means to support his family. He does appear eligible for some benefits through the Veteran's Administration but final approval has not been granted. Another problem area is his lack of self confidence. He has expressed this lack of confidence which is evident particularly when he is in a group situation. His description of his problem is that he cannot think of the right words to express himself, and he thinks he has a noticable "lisp" which deters his ability to express himself. There is a noticable blocking when he initially tries to verbalize in a group. His speech pattern is somewhat disordered; however, rather than a lisp, it is more a problem of improper syllabication. Even though his current use of the Spanish language is limited, his speech pattern does resemble that non native speaker of English. Another problem is Mr. Y's uncertainity about the type of vocation he wishes to pursue.

COUNSELING GOALS

The immediate need is some type of financial assistance. A second goal is to help Mr. Y recognize that he does have more ability than he realizes. In conjunction with this second goal, he needs to feel more at ease in a group situation. Mr. Y's expressed goal is to further his education. He is not specific in describing his desires because at this point he wants a general education. As he progresses in his studies here, another goal will be to help him plan for the time after he completes his GED.

COUNSELING PLAN

Mr. Y has already been assisted by us in his attempt to obtain the available benefits under the Veterans' Administration. The only thing that

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can be presently done is to wait because of the time needed for the VA to process the application. However, if the delay becomes prolonged, an attempt will be made to determine if the process can be hastened.

In order to enhance Mr. Y's self-image, he has been asked to perform certain tasks such as operate the movie projector. This is hopefully to help him feel a part of ALCC and to prove that he does have something to contribute. Also he has been hired as a custodian for ALCC primarily because of his financial need, but there are other advantages. He, with the help of his wife, has done an excellent job in maintaining the building premices and this seems to have been an asset because both the Alcc staff and the students have paid him due recognition. Also he is rather humble about it, but he does seem to be bolstered by this recognition.

Attempts have been made to help Mr. Y feel more at ease in the group. In some group sessions, the focus has been on his uncomfortableness. The group has been very supportive in relating that all members have felt or now feel somewhat uncomfortable in the same situation. He seems to have found comfort in their support and at times makes noticable attempts to assert himself more. Similar efforts will be continued to help Mr. Y feel more at ease.

A vocational counseling plan will be initiated in the near future. Some interest inventories may be utilized.

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EDUCATIONAL PROGRAM

The following is a typical educational program developed for each student individually by the instructors and counselors. The program is divided into subject areas to include math, language arts, social studies and natural science. This program was developed for Mr. Y whose counseling program proceded.

Math

Problem areas: Mr. Y needs help in the basics of math. His retention is quite good and he should progress rapidly with help in unfamiliar areas.

Goals: GED completion which is quite feasible at this point. Algebra and geomentary are areas which he would like to explore.

Plan: (1) Review basics in addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals.

(2) Introduce new materials in percentage, formulas, proportions, and simple equations. Algebra and Geomentary.

Procedure: Mr. Y can progress on his own and as quickly as he needs to.

Language Arts

Problem areas: Mr. Y's tests suggests that he is achieving at a grade level consistant with his 8 years of primary education. These same tests conform that his natural science vocabulary is considerably lower than the other content areas. His basic language skills show a strong correlation between his formal education and tests scores. His greatest weakness appears to be in the area of capitalization.

Goals: To improve his ability to understand what he reads, his capitalization, punctuation and usage.

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Plan: Vocabulary development by extensive reading, and drills in capitalization and punctuation.

Science

The goal in this class is to give Mr. Y a knowledge and familiarity of some basic concepts of science. He will also be given the opportunity and practice in positive experiences with science and science reading.

Social Studies

The objective in this class is to make better citizens of the adult education student. In order to obtain this goal is through discussions in current events, world-wide and local; United States Government, local, state and federal; geography and history.

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COUNSELING PROGRAM

The main objective of the ALCC counseling program is to enhance the educational environment. Many of the students who come to the ALCC are confronted with problems which either prohibit or inhibit their utilization of the educational program. The role for the counselors is broadly defined to include assisting the students to handle those problems which impede their educational progress. The activities of the counselors range from providing concrete services such as assisting the student to obtain financial assistance to more intangible services such as intensive counseling or psychotherapy. The counselors also assume responsibility for enlisting the services of the available community resources: Public Assistance & Social Services, Mental Health, Vocational Rehabilitation, Various religious institutions, etc. Another primary responsibility of the counseling staff is the recruitment of the students. See enclosure for summary of recruitment services.

A counseling plan is formulated for each student that is enrolled in the ALCC. The first step in formulating the plan is to identify the problems that confront a particular student. These problems are identified when a student expresses them or when a counselor or other staff person observes something amiss and brings this to the attention of a counselor. The second step in the counseling plan is the establishment of some specific goals which are the solution or alleviation of the identified problems. Maximum student participation is encouraged in establishing goals. The third portion of the counseling plan is devoted to an elaboration of the steps or action intended to be taken in order to reach the specified goals.

The counseling program has also incorporated the use of anecdotal interviewing and action records. These records are maintained in order to document the activities undertaken and to provide one means of indicating progress achieved.

Regular weekly counseling sessions are scheduled for each student. These sessions vary in length from 15 minutes to 1 hour depending upon the counseling plan for the student. The intent of these sessions is to obtain

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the student's assessment of the program and to carry out the prescribed counseling plan. The counselors are also available to deal with any problems which require immediate attention.

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COUNSELORS' ACTIVITIES

Recruitment of students continued throughout the year. Contact was established and maintained with other community agencies as potential resources for referrals. Among those agencies which have been contacted are the Laramie County Department of Public Assistance and Social Services, the Division of Vocational Rehabilitation, Warren Air Force Base, the Family Living Center, etc. Participating students have been encouraged to disseminate information regarding the ALCC as one other means of recruitment.

The counselors have continued to assume the primary responsibility for administration and interpretation of the California Test Bureau's Tests of Adult Basic Education. These tests have been used to assess the student's academic program. A second form of the test is administered to each student at a later date in the program in order to provide one means of assessing progress.

Continued evaluation of the entire ALCC program has also been conducted by the counselors. The intent of this evaluation is to determine if the program is meeting the needs of the students. The program is evaluated in several ways. One way is by direct observation of the student in the classroom. The counselor observes the students' responses to help determine whether the material presented is understood. In addition to direct observation, the counselors also have conferred with the instructors who also are responsible for assessing student progress. These conferences include discussion of test results, observations and other indices of progress.

The counselors have also conducted individual and group sessions with students to extract their opinions about the various classes and aspects of the program.

The information obtained from observations and conferences with instructors and students has been used by the counselors in staff meetings to suggest program changes. This information has led to changes in the program and for individual students.

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Supportive counseling activities have been provided to enhance the students' educational achievements. These activities have included assisting the students to utilize the available community resources, providing vocational guidance and more intensive counseling for intra- and inter-personal conflicts that have hindered the educational process.

A work orientation class has been conducted by the counselors. The main purpose of this class is to acquaint the students with "the world of work". Among the topics covered thus far have been the Social Security System, Labor Laws, making applications for employment, Vocational Rehabilitation, and the Wyoming State Employment Service.

During the last two months of our project, the counselors strove to help students finish their GED and to interest them further in either expanding their educational objectives or searching more effectively for jobs. Those students who have not yet reached their stated goals have said that they do plan to return to the Adult Learning and Counseling Center in the fall.

We do forsee the same difficulties in recruitment in the fall as we experienced this year due to our establishment in and positive acceptance by the community. Such acceptance has been reinforced by two recent developments: The Vocational Rehabilitation Office approached the Adult Learning and Counseling Center with the request that we help their clients with educational advancement. Prior to this time Vocational Rehabilitation's only avenue for obtaining education for their clients was on a tutorial basis which proved to be costly and ineffective. Vocational Rehabilitation believes that paying out Center on a per student - per hour basis will be far more beneficial and productive. We were also approached by the local Cheyenne Association for Community Progress, Inc. which is establishing a vocational program in carpentry in Cheyenne. CACP felt that an intrical portion of their program must include ABE and rather than establish their own program, they asked for our services and expertise.

Both counselors continued to be involved in teaching. One taught a class in vocational orientation and the other conducted a course in decision making. This has given the counselors an opportunity to more clearly appreciate the problems inherent in the teaching situation.

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One counselor participated in a state-wide counseling workshop on testing. Although we have recently developed a new Reading placement test to be used next year, we believe that this workshop was especially useful in refining and strengthening our own insights into this area.

Michele Haney attended a four day ABE and Continuing Education Conference in New York during May and returned with valuable information relative to testing, counseling and Senior Citizens. Michele is exploring the ALCC's potential for serving Cheyenne's senior citizens. Her meetings with staff members of the New York State Education Department's Council for the Elderly has clarified and intensified her belief that we can offer this segment of our population viable educational opportunities far beyond that which is now available in the city.

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ADVISORY COUNCIL

Under the terms of the contract an advisory council must be organized. The purpose being to advise and evaluate the program and its results in meeting the needs of undereducated adults.

The Adult Learning Center that has been in existence in Cheyenne for several years had such a council but was limited in breadth of representation. It was decided to expand the council and utilize it for both centers. The idea being that one council working with both centers would lead to closer cooperation, coordination, and better utilization of everyone's time. The representatives are:

1. Mrs. Ann Baxter, Rt. #1, Box 258, former ABE student
2. Mr. Robert Palmer, Vocational Rehabilitation, 1122 Logan Avenue
3. Mr. Ralph McConahy, State Department of Public Welfare, State Office Building
4. Mrs. Dee Prahl, Family Living Center, 200 West Ninth
5. Mrs. Kay Ross, Wyoming State Employment Service, 506 West 17th
6. Mr. Joe Sanchez, 2521 Bent Avenue, former ABE student
7. Mrs. Beverly Cowing, 1910 Cheshire Drive, Public School Dean of Girls
8. Mr. Art Ellis, Adult Learning & Counseling Center, 1005 West Fifth

A constant effort will be maintained to expand and to effectively utilize the advisory council.

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DEMONSTRATION PROJECT

Our obligation to serve as a demonstration project was partially met during November-December. A federally funded project (P.A.S.C.E.L.) in Riverton, Wyoming, sent a five member team to Cheyenne for a day long observational visit. A letter from the task force leader indicated that our project would "probably have a strong effect on their future development."

Of special interest to the Riverton Task Force was the counseling program and its linkages with community agencies. Also praised was the reading program. In fact they indicated that their observation and discussions enabled them to justify a commitment to the same type of reading program.

A high school teacher from the Cheyenne Public Schools visited the project in response to reports he had heard within the high school and has since adapted several of the reading practices in use at the Center.

The Advisory Council formed by the two adult basic education centers met at the 309B facilities. In attendance was the Dean of Girls from one of the Cheyenne High Schools. A very informative session provided her with many insights into the program. She admitted being biased and somewhat negative about the educational endeavors outside the public schools.

She left the meeting with what appeared to be a better understanding and a more positive attitude toward our efforts. She even suggested that she knew of some prospects for recruitment.

Wyoming adult education instructors and counselors who attended a math workshop in Torrington, Wyoming, were shown portions of our new math review video tape as well as given a brief introduction to its purpose, history, and to the problems inherent in the production of such material. It was decided that copies of the tape would be made available to local ABE centers for use with their students and that the Adult Learning and Counseling Center of Cheyenne would serve as the coordinating agency for innovative instructional ideas.

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The Center staff has also been asked to conduct an in-service session for Laramie County Community College in the design and implementation of learning packets similar to the workshop presented in-house by two staff members.

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INTRODUCTION TO RESEARCH

A component of the program offered by the Adult Learning and Counseling Center has been to explore the impact of goal specificity upon achievement in an adult basic education program. Goal specificity has several implications for an adult basic education program. Many of the participants in programs such as this one enter the program with either undefined goals or inability to articulate their goals. The ambiguity of the situation is not conducive to academic achievement and could frequently result in underutilization or discontinuance of the program by the participant. If lack of goal specificity is a contributing factor to poor academic performance, then the educational system should be responsible for analyzing the exact effects and undertaking measures to improve the services available. These questions regarding goal specificity are used as a rationale for conducting the research that has been undertaken in this project.

In any program there exists at least two major sets of goals--those of the participants and those of the program. These two sets may or may not coincide, and each has its own particular impact upon the outcome of a program. Further analysis of programs may reveal other sets of goals or subglaos, i.e., instructor's goals, administrative goals, community goals. Our purpose was to study the impact of only one of these sets of goals. We deliberated between studying the effect of the specificity of the goals set by the participants and those set by the program. Our final decision was to determine the impact of program goal specificity.

Another problem confronting this research project was to find some means of measuring the impact of goal specificity upon academic achievement. Since our concern is specificity, we decided that measuring academic achievement in several subject areas would be too broad and more difficult. Therefore, we limited the research to measuring the results of utilizing specific goals in a reading program. We selected reading as the subject area because our project has strongly emphasized the reading program as have many other ABE programs recently. If

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our research was to reveal any information which could be utilized immediately, we felt that the selection of reading as the subject area would be the most practical.

HYPOTHESIS

To study the impact of program goal specificity upon the academic achievement of adult basic education students.

Null Hypothesis:

ABE reading students who have a program defined goal of achieving a ninth grade reading level will demonstrate no more achievement than will students for whom no grade level goal has been established.

METHODOLOGY

Population and instrumentation

The total population of the Adult Learning and Counseling Center for the academic year was 126 students. From this total population two comparison groups were selected for the purpose of analyzing the effects of goal specificity. The one group had the specified goal of attaining a ninth grade reading level while the other group had a goal of reading improvement but no grade level achievement was specified. Of the total student population, 48 actually had a goal of attaining the ninth grade reading level and the remaining 78 students were involved in a reading program without the specified goal. However, our eventual research samples were reduced considerably because of various circumstances. The greatest limiting factor was the problem of obtaining post-achievement test scores. A number of the students left the program unexpectedly due to military transfer, pregancy, etc. Others left at a time when we were unable to administer post-tests to measure gains. These students were contacted and many agreed to come back to take the tests. However, few followed through and we were never able to measure their achievement.

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Another limiting factor was that 19 of the 48 individuals in the specified reading goal program had high school diplomas but were in the program because of reading deficiencies. The other group of students had only a few students who had obtained high school diplomas. Those students with their high school diplomas created a problem controlling the variables and the only means available was to restrict the research to those students without high school diplomas.

Another problem controlling the variables was presented because some of the students in the group of 78 tested initially above the ninth grade level in reading skills. These students too were eliminated from the study because the research would be more valid if the comparison groups had approximately the same beginning reading levels.

These problems of obtaining post-test scores and controlling the variables resulted in sample sizes of 9 for each group. Even with these small sizes, there were two other evident variables that arose. These were evident group differences in age and sex composition. The group with the specified goal was comprised of 8 males with 1 female whose average ages were 21 years of age. The other group was comprised of 7 females and 2 males whose average ages were 31 years of age. The research contains a statistical analysis of these other two variables to demonstrate their effect, if any, upon group differences in reading achievement.

These problems confronted in obtaining samples seriously limit any conclusions which can be drawn from this research. As is evident, this was sampling conducted on a basis of availability rather than by any random measures. However, this research is to continue for at least one more year and hopefully some of these flaws can be overcome.

Except for the differences in age and composition by the two sexes, the two groups were comparable in the following categories: ethnic composition, previous educational experiences, initial reading achievement scores, annual income, and marital status.

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Prior to instruction in the reading program each student in the research groups was administered the Reading Test from either Form 1 or Form 2 of Level D, Tests of Adult Basic Education published by the California TestBureau.[1] Each student was administered a different but comparable form of the same test at the conclusion of his participation in the program. The differences between these two forms was used as the measure of achievement in the subject of reading.

ANALYSIS PROCEDURES

As is indicated in the tables in the following section, each student's progress was measured in terms of his grade level gain (achievement) per hour instruction (X or Y) computed by dividing the number of hours of reading instruction by the achievement indicated in the comparative pre and post test scores. The average or mean ($\overline{X}$ or $\overline{Y}$) for each group was then obtained by adding the achievement for each group member (Σx or Σy) and then dividing by the number of members in the group (N). The formulas

$$\overline{X} = \frac{\Sigma x}{N} \quad \text{or} \quad \overline{Y} = \frac{\Sigma y}{N}$$

were utilized as is indicated. The differences between X and Y were analyzed statistically for their signigicance in regard to the Null Hypothesis.

The variance or standard deviation for each group was determined by the use of the following formula:[2]

$$S^2 = \frac{N\Sigma X^2 - (\Sigma X)^2}{N(N-1)}$$

[1] McGraw-Hill, Inc. Tests of Adult Basic Education - Level D (California Test Bureau, 1967.)

[2] Bryant, Statistical Analysis 51 (McGraw-Hill Book Co. Inc., 1960).

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The "t" distribution for small sample sizes was utilized for interpretation of the standard score. The formula was as follows:[3]

$$t = \frac{\overline{X} - \overline{Y}}{\sqrt{\frac{S_x^2}{N} + \frac{S_y^2}{N}}}$$

Analysis was made first of the two groups with which our research is directly concerned. (Specified goal vs. non-specified goal). These groups are dealt with in Tables I and II and the following calculations. However, we previously mentioned difficulty controlling the other variables of age and sex. In order to analyze the effects, if any, of those variables, we took the 2 research groups, combined them and then redivided them according to age and then again according to sex. Tables III and IV break the students into one group of students all more than twenty years of age and into the other group twenty years of age or less. Tables V and VI deal with the students in a group of females compared to a group of males.

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[3] McNeman, Psychological Statistics 102 (John Wiley and Sons, Inc., Third Edition 1962.)

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TABLE I
Group With Specified Goal of Attaining
9th Grade Reading Level

Sex	Age	Hrs. of Reading Instruction	Initial Reading Level	Ending Reading Level	Reading Achievement	Ach/Hr of Instruction	
M	19	35	8.1	9.0	0.9	.02571	.00066
M	22	71	8.0	8.2	0.2	.00282	.00001
M	20	48	8.5	9.5	1.0	.02083	.00043
M	24	78	5.0	6.5	1.5	.01923	.00037
M	19	29	7.7	7.7	0.0	.00000	.00000
M	19	28	6.0	6.1	0.1	.00357	.00001
F	23	85	6.5	7.7	1.2	.01412	.00010
M	18	19	8.8	8.9	0.1	.00526	.00003
M	19	22	8.4	8.9	0.5	.02273	.00052
						$\Sigma X =$ .11427	$\Sigma X^2 =$ .00230

$$S_x^2 = \frac{N\Sigma X^2 - (\Sigma X)^2}{N(N-1)}$$

$S_x^2 = .00011$ $\quad \overline{X} = \overline{N} = .01270$ $\quad (\Sigma x)^2 = .01306$

$S_x = .01030$

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TABLE II
Group With No Specified Goal For
Reading Achievement

Sex	Age	Hrs. of Reading Instruction	Initial Reading Level	Ending Reading Level	Reading Achievement	Ach/Hr of Instruction	
F	35	45	7.6	7.8	0.2	.00444	.00002
F	19	72	8.4	9.3	0.9	.01250	.00016
F	19	84	8.0	9.3	1.3	.01548	.00024
M	38	100	5.0	5.2	0.2	.00200	.00000
F	55	47	8.0	9.4	1.4	.02979	.00089
F	32	47	8.5	9.8	1.3	.02766	.00077
M	38	63	7.1	8.5	1.4	.02222	.00050
F	19	43	8.9	9.2	0.3	.00698	.00005
F	18	27	8.5	8.8	0.3	.01111	.00012
						$\Sigma Y =$ .13218	$\Sigma Y^2 =$ .00275

$$S_y^2 = \frac{N\Sigma Y^2 - (\Sigma Y)^2}{N(N-1)}$$

$S_y^2 = .00010$ $\quad \bar{Y} = \frac{Y}{N} = .01469$

$S_y = .01006$ $\quad (\Sigma Y)^2 = .01747$

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$$t = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{S_x^2}{N} + \frac{S_y^2}{N}}}$$

t = .44 for Goal vs. Non-Specified Goal

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TABLE III
Students More Than 20 Years of Age

Age	Hrs. of Reading Instruc-tion	Initial Reading Level	Ending Reading Level	Reading Avhievement	Ach/Hr Of Instruction	
35	45	7.6	7.8	0.2	.00444	.00001
38	100	5.0	5.2	0.2	.00200	.00000
55	47	8.0	9.4	1.4	.02979	.00089
32	47	8.5	9.8	1.3	.02766	.00077
38	63	7.1	8.5	1.4	.00698	.00050
22	71	8.0	8.2	0.2	.00282	.00001
24	78	5.0	6.5	1.5	.01923	.00037
23	85	6.5	7.7	1.2	.01412	.00200
					Σx = .10450	Σx^2 = .00455

$$S_x^2 = \frac{N\Sigma x^2 - (\Sigma x)^2}{N(N-1)}$$

$S_x^2 = .00046$ $\quad \bar{X} = \frac{\Sigma x}{N} = .01306$

$S_x = .02133$ $\quad (\Sigma x)^2 = .01092$

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TABLE IV
Students 20 Years of Age or Less

Age	Hrs. of Instruc-tion	Initial Reading Level	Ending Reading Level	Reading Achievement	Ach/Hr Of Instruction	
19	72	8.4	9.3	0.9	.01250	.00016
20	84	8.0	9.3	1.3	.01548	.00024
19	43	8.9	9.2	0.3	.00698	.00005
18	27	8.5	8.8	0.3	.01111	.00012
19	38	8.1	9.0	0.9	.02571	.00066
20	48	8.5	9.5	1.0	.02083	.00043
19	29	7.7	7.7	0.0	.00000	.00000
19	28	6.0	6.1	0.1	.00357	.00001
18	19	8.8	8.9	0.1	.00526	.00003
19	22	8.4	8.9	0.5	.02273	.00230
					ΣY = .12417	ΣY^2 = .00400

$$S_y^2 = \frac{N\Sigma Y^2 - (\Sigma Y)^2}{N(N-1)}$$

$S_y^2 = .00027$

$S_y = .01653$

$\overline{Y} = \frac{\Sigma Y}{N} = .01242$

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$$t = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{S_y^2}{N} + \frac{S_y^2}{N}}}$$

t = .06 for 20 years of age or less vs. more than 20 years of age.

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TABLE V
Female Group

Hrs. of Reading Instruction	Initial Reading Level	Ending Reading Level	Reading Achievement	Ach/Hr of Instruction	
85	6.5	7.7	1.2	.01412	.00020
45	7.6	7.8	0.2	.00444	.00002
72	8.4	9.3	0.9	.01240	.00016
84	8.0	9.3	1.3	.01548	.00024
47	8.0	9.4	1.4	.02979	.00089
47	8.5	9.8	1.2	.02766	.00077
43	8.9	9.2	0.3	.00698	.00005
27	8.5	8.8	0.3	.01111	.00012
				εx = .12263	εx^2 = .00245

$$S_x^2 = \frac{N\varepsilon x^2 - (\varepsilon x)^2}{N(N-1)}$$

$S_x^2 = .00008$ $\quad \bar{X} = \frac{\varepsilon X}{N} = .01533$

$S_x = .00902$ $\quad (\varepsilon X)^2 = .01504$

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TABLE VI
Male Group

Hrs. of Reading Instruc-tion	Initial Reading Level	Ending Reading Level	Reading Achievement	Ach/Hr of Instruction	
100	5.0	5.2	0.2	.00200	.00000
63	7.1	8.5	1.4	.02222	.00050
35	8.1	9.0	0.9	.02571	.00066
71	8.0	8.2	0.2	.00282	.00001
48	8.5	9.5	1.0	.02083	.00043
78	5.0	6.5	1.5	.01923	.00037
29	7.7	7.7	0.0	.00000	.00000
28	6.0	6.1	0.1	.00357	.00001
19	8.8	8.9	0.1	.00526	.00063
19	8.4	8.9	0.5	.02273	.00052
				Σy = .11246	Σy^2 = .00313

$$S_y^2 = \frac{N\Sigma y^2 - (\Sigma y)^2}{N(N-1)}$$

$S_y^2 = .00021$ $\qquad \overline{Y} = \frac{\Sigma Y}{N} = .01125$

$S_y = .01435$ $\qquad (\Sigma y)^2 = .01265$

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$$t = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{S_y^2}{N} + \frac{S_y^2}{N}}}$$

t = .745 for Female vs. Male

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DISCUSSION

Specified Goal vs. Non-Specified Goal

The "t" value of 0.44 does not offer conclusive evidence to refute the null hypothesis that there is no difference. In fact, the main achievement score for the non-specified goal group exceeds that of the specified goal group by an insignificant amount. If the difference had been significant, the evidence would have been contrary to our belief that goal specificity enhances academic achievement.

There are several possible explanations for these findings. One possible explanation is that the research design did not eliminate the effects of other variables. We have previously concluded that the sampling procedures were very questionable. There may have been other factors such as differences in innate abilities or other motivational factors that were operating. Before rejecting the idea of goal specificity as a factor, this should be pursued further. This research is only exploratory and barely delves into the relationship between goal specificity and academic achievement.

The comparisons between the age and sex groups also reveal minor significance in studying achievement in reading. The evidence cited in this study does not show that either sex or age had any bearing on the outcome of the study. However, again the sampling procedures limit the drawing of any conclusion and these factors should not be determined as irrelevant based on the findings presented here. Hopefully, these two variables can be controlled in the continuation of this research.

The first year of this research project has been mainly to provide preliminary information for further exploration in a second phase. Rather than answering any specific question, thus far we have seemingly only raised further questions. Some of these questions that have arisen in mulling over the research thus far are: Are we able to effectively communicate the program goals to the participant? Are the program goals relevant to the participants' frame of reference? Is there

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any possibility that goal specificity might restrict achievement or narrow horizons? More of these types of questions will probably emerge as we study this further but hopefully this will all prove meaningful.